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| **Class: Y1**  **Seedlings** | **Term**: Autumn 1  **Curriculum theme:** The Big Build  **Curriculum driver:** Science  **Value:** Respect | | | | | | | | | |
| **Locality** | | | **Engaging** | | | | | **Ambitious and aspirational** | | | **Purposeful** | | |
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| **Subject** | **Intent and links to previous learning** | **1** | | **2** | | **3** | **4** | | **5** | **6** | | **Outcome/Composite** |
| **History** | Significant historical places and people in their locality.  Context -our school and community. | **Who am I?**  I understand that Chacewater School was built before I was born. Timeline? | | I understand that the school has newer and older sections. Learning walk – label the old and new parts in school. | | Who is my family - where do I fit? | What makes me special? | |  |  | | Children will have awareness of changes that happen overtime. They will recognise that they change overtime. Children will be able to recognise the changes around them (school/buildings) and in the local area. |
| **Geography** | Place Knowledge  A small area of the UK: Chacewater school and village. | **Enquiry Question:**  **Where do I live?**  I can locate where I live and my school in my local area on a map using sources (Google maps, Atlas, globe).  I can read a map  I can recognise the country that I live in.  **Vocabulary:** village, town, city, county, Cornwall, country, England, UK, map. | | **Human and physical features**  I can understand the difference between Human and physical features. I can recognise features of Chacewater School grounds and village. | | **Local knowledge:**  I can devise a simple sketch / map of the school grounds. **Vocabulary:** map, symbol, aerial view, plan view. | **Place Knowledge:**  I can understand the differences between a town, village and the countryside.  I can sort photographs of these features (Venn diagram) | | **Local knowledge:**  Visit Chacewater village and brainstorm human and physical features. | **Local knowledge:**  I can recognise, share and discuss what makes our town special. | | Children will understand that they live in England. They will know that England is one country that makes up the United Kingdom. They will know the location of their school and begin to recognise human and physical features both locally and beyond. |
| **Science** | Everyday Materials | I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  **Identify and classify:**  Sorting objects and photos. | | Describe the simple physical properties of a variety of everyday materials. | | **Plan an enquiry:**  Choose a material to make a wolf-proof window. Which materials are transparent & waterproof?  LF: I can make a prediction. | **Investigation and testing:** which material will be waterproof?  LF: I can present my results/findings in a simple table. | | **Enquiry skills:** observation overtime.  **What happens to ice left on the windowsill?**  Set up an enquiry and discuss fair testing. | **Results and findings:**  LF: I can draw a diagram to show a timeline of the outcome of the observation. | | Children will be able to group and classify objects using criteria. They will understand how to set up a fair investigation and how to observe changes overtime. They will be able to link their existing knowledge about materials to new knowledge of materials and their properties. |
| **Computing** | Onlinee-safety  Technology Around Us  Intent: children can identify different types of technology at school and beyond and its uses. | I can identify different types if technology around me. | | I can identify a computer and its main parts. | | I can use a mouse in different ways. | I can use a keyboard to type. | | I can use the keyboard to edit text. | I can create rules to use technology responsibly. | | Children will have an awareness of the varying types of technology at school and at home and recognise and understand ways to help keep them safe online. They will recognise what information about themselves in personal and who to share it with. |
| **Art**  **Artist: Pablo Picasso - Dora Maar** | Drawing  line, pattern, shape  Intent: to explore using natural and artistic tools to create artwork influenced by an artist. To develop skills to create artwork in many forms (observational, patterned, printed). | **Line:** Develop line skills through observational drawing.  I can draw a sketch of my school. | | **Line:** I can use different grades of pencil to draw a self-portrait. | | **Shape:**  I can work collaboratively to mark make using shape, line and pattern to draw places in our local area/community. | **Shape:**  I can work collaboratively to mark make using shapes, line and pattern to draw art inspired by Picasso – Dora Maar. | | **Pattern:** I can experiment with line drawing/pattern making using different tools (felt tip, chalk, black pens, pencils) of houses. | **Pattern:** I can use wax crayons and create a pattern/rubbing on different surfaces on the school building. | | Children can demonstrate a range of artistic skills and reference artists who have influenced their work. |
| **PE** **& Sport** | Real PE – Unit 1: footwork and balance.  Outdoor PE: Multi-skills – developing cognitive skills (CS). Developing balance and co-ordination. |  | | Static Balance:  1 Leg | | Static Balance:  Seated | Static Balance:  Floorwork | | Static Balance:  Stance | CS: I can follow instructions.  I can begin to | |  |
| **DT** | **Structures**  Design and create a house for the three little pigs  Intent: to explore and investigate with mixed media to create a 3D model using different mechanisms (folds, flaps, levers) to create a structure with a purpose. | I can label a house and recognise the key features.  **LF: research different types of houses.** | | **Purposeful:**  I can make a design brief for a house for the three little pigs. I can state the product that I am making and why.  **LF: Understand that structures can be made stronger, stiffer and more stable** | | **Structure (2 weeks):**  I can follow my design brief and build my house. I can include key features (window, roof, door).  Experiment with flaps, bending and folding.  **LF: make a free-standing product.** | **Structure:**  I can include key features (window, roof, door).  **LF: Make a realistic product.** | | I can evaluate my product to others and show my understanding of its key features through diagrams/ photographs/video. | **Outdoor focus:**  I can work collaboratively using natural materials to make a strong structure. This can be creative/imaginary. | | Through a sequence of lessons, children will be able to plan and design, make and evaluate a purposeful product. They will add mechanisms to their product and explain why they’ve been used. They will be able to discuss this process to others. |
| **Music** | Music Express – Ourselves unit  Intent: children will explore ways of using their voices expressively, on their own and with others. | **Chase the sound game:** exploring the pitch of a vocal sound. Sing a song, and add high, low and sliding vocal sounds to a song. (p.8) | | **Say it:** preforming an expressive poem (p.9)  I can change the pitch of my voice. I can use actions to a verse. | | **Exploring descriptive sounds** (p.10) perform a body percussion song. |  | |  |  | | Children will develop skills of singing while preforming action to create an expressive story. Children will learn how to sing using high, low and sliding vocal sounds to music. |
| **RE** | 1.2 Creation: Who Made the World? (link with Harvest).  Intent: Recognise and say what the story tells Christians about God, Creation and the world. | Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.  LF: nature learning walk/sequencing story. | | Learn and retell the story of creation. Genesis 1:1-2.3 simply.  LF: write one example of what Christians do to say ‘thank you’ to God for the creation. | | Children will understand about the importance of giving to others.  LF: Think, talk, questions about how Christians give to others.  Harvest link? | Think, talk and ask questions about living in an amazing world.  LF: What happens on each day of God’s creation. Create and compare own artwork to another artists. | | Children will make connections between the Jewish/Christian Creation story and the world they live in.  LF: whole class collaborative table of drawings/phrases, linking to emotions. | Assessment link  LF: list of rules about how to look after the world in which we live. If everyone followed these rules, what difference would it make on the world?  Photos/ICT. | | Children will have the knowledge to retell the story of creation and act this out through drama and creating artwork. Children will develop confidence in sharing their own opinions and be listened to. |
| **RHSE** | Healthy and Happy Friendships  Intent: Forming friendships and how kind or unkind behaviours impact other people. | Understand how important friendships are in making us feel happy and secure, and how people choose and make friends.  LF: I can describe one friend and talk about what they like. I can recognise what makes a good friend. | | Learn that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  LF: I can describe how to be kind and share what to do if a friendship makes me feel unhappy. | | Understand how important friendships are in making us feel happy and secure, and how people choose and make friends.  LF: I can identify the qualities of a good friendship. I understand the importance of working together. |  | |  |  | | Children will be able to resolve difficulties when they occur, describe how to be kind and describe what to do if a friendship makes them feel unhappy. |
| **Reading Opportunities** | |  | | |